

DOCUMENT RESUME

ED 035 682

UD 009 355

AUTHOR Schenkel, K. F.; Hudson, R. H.  
TITLE Reclaiming the Hard Core Unemployed through Training.  
INSTITUTION Lockheed-Georgia Co., Marietta.  
PUB DATE [68]  
NOTE 7p.

EDRS PRICE EDRS Price MF-\$0.25 HC-\$0.45  
DESCRIPTORS \*Behavior Change, Caucasians, Criminals,  
\*Disadvantaged Youth, Dropouts, Employee Attitudes,  
\*Federal Programs, \*Industrial Training, Minority  
Groups, Negroes, Psychological Tests, Unemployed  
IDENTIFIERS Lockheed Georgia Company, \*Manpower Development  
Training Act, MDTA

ABSTRACT

This report describes a metalworker's training program conducted by the Lockheed-Georgia Company and funded by the Manpower Development Training Act (MDTA). The trainees ranged from ages 18 to 21, and were mainly comprised of school dropouts and minority group members (84 percent Negroes) with police records. Tests used to screen candidates are discussed along with a specific account of the training offered. A special counselor worked with each trainee three times a week for the purpose of encouraging acceptable behavior in a working situation. (KG)

09355 E

NOV 18 1969

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

## RECLAIMING THE HARD CORE UNEMPLOYED THROUGH TRAINING

K. F. Schenkel and R. H. Hudson<sup>1</sup>

Lockheed-Georgia Company

In early 1967 the Lockheed-Georgia Company established a pilot program to evaluate the feasibility of motivating and developing disadvantaged persons into productive and employable citizens.

The purposes of this hard core training program were twofold. The first was to provide a new source of employees, while the second was to assist in curing a social ill. More specifically, we sought to reclaim individuals who, under normal standards, could not qualify for employment. The program was designed to qualify these people for entry level jobs in manufacturing, in the Lockheed-Georgia Company. More relevant to the second of our purposes, it is noteworthy that we have included only males in the program. Not only is there a problem of this being heavy industry but, additionally, this could maximize opportunities for men taking their places in their homes as responsible heads of families.

We developed the following definition of the hard core unemployed from whom we would draw our trainees:

- A. Under-or unemployed for most of the past year; or
- B. Unstable work record for the last five years, and
- C. Economically deprived (Labor Department definition of poverty stricken).

---

<sup>1</sup>This program was conceived and developed in the Professional Personnel and Education Division. Mr. Hudson is Manager of the included Training Department in which this program was established.

ED035682

UD 009 355

Causes for such a work record which would make candidates particularly attractive for our program included the following:

- A. School drop-out,
- B. Minority group member, or
- C. A police record (excluding certain serious crimes such as murder or those against national security).

A Manpower Development and Training Act (MDTA) contract was negotiated with the Department of Labor, Bureau of Apprenticeship and Training. Pre-employment training commenced in a leased off-site facility.

A typical trainee profile would show an individual who is male, most often negro, in the age range of 18 to 21 years of age. He has a work history of spotty employment. The individual was arrested three times in his relatively short life. He completed about 10 grades of formal schooling but possesses an educational achievement level of about 7 years. When he was employed, he was a notorious absentee and was frequently tardy. He was undisciplined to the working requirements of the work-a-day world and was not easily taught disciplinary ground rules. He characteristically feared the "boss figure" as he tended to fear authority figures in society in general. The trainee lacked marketable skills that would qualify him for steady employment.

Trainee candidates are identified through the joint efforts of the Georgia State Employment Service and the Atlanta Employment and Evaluation Service Center. Program staff members interviewed potential candidates at the latter agency and made final selections of about 15 for each class.

At this point the use of psychological tests should be noted. We have used a variety of these but most are for experimental investigations which are still underway. The MMPI, on magnetic tape, is administered in order to identify

potential psychotics. Such persons are referred for further individual psychiatric screening. The Reading and Arithmetic parts of the Wide Range Achievement Test (WRAT) are administered to screen for fifth-grade reading and arithmetic ability. It has been determined empirically that the trainees need this level of ability to deal with the written materials involved in their training. If a person is borderline on the WRAT Reading Test, the Gates is administered for confirmation. Other tests which have been administered include the USES GATB, the SRA Pictorial Reasoning Test, the Environmental Participation Index, a magnetic-taped version of the Tennessee Self-Concept Scale (administered in "before-" and "after-training" modes), and the Kuder Preference Record. It is our intention to investigate the relationships among the scores made on these tests, then the relationships between these scores and training performance, and finally between these scores and later on-the-job performance. Altogether there are over 90 variables comprising test, performance, and demographic data which will be investigated.

The separate Training Center used in this program is designed to provide a realistic industrial environment with adequate shop space and equipment for diversified skills exposure. It should be emphasized here that this training is not intended to convey simple assembly line skills but rather to take these trainees well on the road to becoming metalsmiths. We feel this fact has a significant effect on the perception of the applicant and trainees of the kind of people they are to become.

At the outset of the program, trainees are given a thorough orientation including a briefing on program content and training methods to be used. During the orientation phase, trainees are given a complete picture of the work policies and standards they will be expected to comply with during the course of their training. These include rules on appearance, personal safety, and attendance.

These standards have been purposely instituted to familiarize trainees with the environment they will encounter in their ultimate employment. As a result, they quickly develop the acceptable work habits they will need in regular production departments. In this regard, it is noteworthy that the decision was made at the beginning of the program to have these people go into regular departments rather than into separate adjunct departments made up of only individuals who have completed this training.

After receiving initial orientation, trainees enter the basic shop phase. During this phase, they initially received classroom instructions in basic arithmetic or shop math as well as an introduction to blueprint reading. Recently introduced is a Learning Skills Lab in which we hope to provide for open-end growth. Classroom training is supplemented by the use of programmed instruction booklets. This method allows trainees to progress at their own rate and enables instructors to devote maximum time to individual learning problems.

The trainees then proceed to the training shop. There they learn elementary metal working operations including filing, layout work, drilling, and riveting. A highlight of this phase of the training is the use of instruction on film. A specially adapted, easy-to-use projector with a tiny shaded screen, enables trainees to recycle portions of a film, or to stop the action to study a single frame. A library of filmed cartridges covering all important areas of basic shop training is maintained at the training center.

Trainees are made quality conscious during this phase of the program by being required to re-work all unsatisfactory parts.

Having the fundamental skills, the students progress to fabrication training. He has become familiar with some of the major items of equipment associated with sheet metal work, e.g., the shear, the band saw, the belt sander, and the power brake.

At this point in the program, trainees are required to apply their accumulated knowledge, coupled with additional instructions as they learn, to a practical shop project involving assembly work. Once again utilizing programmed instruction booklets, trainees must read and interpret simple blueprints, layout and fabricate their own component parts, and then assemble these parts using various types and sizes of fasteners. During the assembly phase, trainees begin to appreciate the need for carefully completing component parts within defined tolerances.

"Shop Aids" are introduced and the trainee quickly learns their value in assembly work. The trainees also discover the importance of team work as for example, one shooting and the other bucking rivets, for quality workmanship. The finished product is closely inspected by staff instructors. It must meet production standards. There is no compromise in this, for the work and the aircraft must meet specifications.

Upon satisfactory completion of their fabrication and assembly training, students are exposed to certain specialized skill areas most common to metal-working industries. These include welding, tapered fastener installation, tool and equipment control and maintenance, and machine operations.

The duration of this training is flexible. It ranges from 6 to 12 weeks with the modal period being 9 to 10 weeks. For comparison, in the regular training center this training is covered in 5 weeks.

Concurrent with training already described, the program offers several services designed to develop positive employment traits in each trainee and to enable each trainee to more easily adapt to an industrial environment. A full-time counselor is assigned to the training staff dealing individually with any problems affecting either a trainee's progress in the program or his future as an employee. Medical, legal, or family problems are the most common. A special counselor works with the trainees on a part-time basis three days each week.

His sessions have the purpose of encouraging personal involvement and unrehearsed role-playing by trainees in hypothetical situations which relate to the industrial world. As a result of these sessions, trainees gradually modify their behavior into acceptable patterns. Because of the comparatively permissive atmosphere of these sessions, the trainees refer to the place where it is held as their "freedom room." Very frequently they swap roles of employer-employee on problems ranging from attendance to taxes.

A question arises as to whether these trainees pose special problems for the instructors. There seem not to be many repetitive problems that are different from problems any industrial training instructor would have. Two problems do occur somewhat more frequently, however. These are in connection with taking orders and attendance. Periodically, if such problems developed for individuals, they are discussed in group sessions. Together they examine the impact of irregular behavior on the training activity and on the trainee's employment prospects. The knowledge of the disapproval of such activity by their peers almost invariably remedies such problems. The trainees are talked to in groups from time to time about expectations which employers have in regard to hygiene, job attitude, cooperation, and getting along with others.

These trainees receive \$37.00 per week subsistence allowance from the Department of Labor during the period of their training. They also receive \$5.00 per dependent up to a maximum of \$67.00. Daily they are given transportation allowances ranging from \$.75 to \$1.80.

Following are some program statistics. As of August 15, 443 persons had entered the training program. Approximately 84% were negroes with the other 16% being caucasian. Of those who entered training, 120, i.e., 37%, terminated prior to training completion. Approximately 15% of those 120 terminations were due to accepting related jobs, entering other training, going into the military service,

or just quitting. 7% of the 120 were lost due to law violations. 9% of the 120 left because of medical reasons. 15% were terminated for failure to adapt to the work. 54% of the 37% who terminated prior to completion were losses due to poor attendance and lack of interest. Of the 285 who completed training, 261, i.e., 92%, came to work at our company. The other 8% went either to other companies or to the military.

In 1967 the cost per trainee enrolled was \$738.00 while the cost per trainee completed was \$1,366. In 1968, the cost per trainee enrolled was \$565.00 while the cost per trainee completed was \$993.00.

Preparations are being made now for on-the-job follow-up studies of the trainees. Comparisons will be made of the hard core trainee graduates with regular new employees and with an all-negro new employee sample.